

**SPORTS, MASS MEDIA & SOCIETY
(COMM 3415)—ONLINE
Spring 2025**

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REQUIRED READINGS

Required readings are listed below and are available on Carmen. Assigned materials should be read before each class meeting. The class lectures will generally interpret, demonstrate, and extend the information and ideas in many, but not all, of the readings.

COURSE DESCRIPTION

Stereotypes are generalizations indiscriminately attributed to members within a group. Stereotypes are often acquired indirectly from exposure to mass media. Given our limited experience with various groups, the media are powerful in developing, reinforcing, and validating stereotypical beliefs and expectations we have concerning certain groups.

The general purpose of this course is to expose students to the existence and impact of stereotypes in the media. This course will explore stereotypes in advertising, news, and entertainment media and their effects on audiences. Although this course will examine media stereotypes related to race/ethnicity, gender, class, and sexual orientation, much of the emphasis will be on stereotypes associated with Blacks.

COURSE OUTCOMES AND OBJECTIVES

1. Define and explain stereotypes and how stereotypes impact people's impressions of themselves and others in the context of sports
2. Understand and apply social-scientific communication and social psychological theories including priming, framing, stereotype threat, mediated intergroup contact theory, social comparison theory, and cultural voyeurism - to predict and explain communication phenomena in the context of sports
3. Identify and understand how sports media coverage of race/ethnicity, and gender shapes society and the importance and value people place on specific political issues and social categories

CLASS GRADING/REQUIREMENTS

1. **Syllabus Quiz** consists of a short knowledge test covering the syllabus. Future course content cannot be accessed until an adequate score is obtained.
2. **Weekly Online Responses to Discussions Questions** (25%) students will provide feedback and responses to questions from lectures and other class activities. To get full credit students must provide a clear and well-thought-out response, using content from the lecture and readings to answer each discussion question. Discussion questions are **due at 11:59 pm on Friday** of each week.
3. **Midterm** (25%) will be available from **12:01 am until 11:59 pm on Monday, February 17th** and will consist of multiple choice and short answer questions. Once you access the exam you will have approximately 80 minutes to complete it. You are not able to start, stop, and then restart the exam.
4. **Paper or Video Project** (25%). **Due Thursday, April 10th at 11:59 pm**. Students will complete EITHER a video project or class paper as described below:
 - a. **Paper** will address a topic area discussed in class that is related to stereotypes and media. Students are expected to integrate course readings, theories, and concepts in the paper. The paper should be 6 double-spaced pages and include at least 6 different references from the course syllabus and from outside sources. Paper should be primarily based on course readings and lectures. Theories, literature, and other information from the course must be used to support paper arguments! Must use APA Style format. Do NOT use AI to write your paper. If your paper is found to have used AI, your paper will not receive any credit, resulting in a 0.

OR

 - b. **Video Project** where students create a short 15-minute documentary similar to and inspired by the ESPN 30 for 30 documentary series, which highlights intriguing and controversial people and/or events in sports. This video project will focus on a specific issue from the course. Can be done in groups with instructor's approval. Feel free to use whatever video software/hardware (e.g., iPad, video camera, etc.) you like to complete this project. Below are a few software options you can consider:
 - i. [Adobe Spark](#) is available for download on the Digital Flagship iPad. It is also available to use for free with your own personal device.
 - ii. [Powerpoint Mix](#) is available with your free student version of PowerPoint online. This works on PC only.
 - iii. [Explain Everything](#) is a paid app that offers a free trial. [This tutorial](#) is intended for instructors but will also help you to record your presentation.

- iv. There are a number of other free resources online, such as [Screencast-o-matic](#). Find the resource that works best for you.
5. **Final Exam** (25%) will be **available from 12:01 am to 11:59 pm on Thursday, April 24th** and will consist of multiple-choice questions. Like the midterm, you will have approximately 80 minutes to complete it and you cannot re-enter the exam once you have left the page.

Approximate Grade Breakdown			
A = 100–93%	B = 86–83%	C = 76–73%	D = 66–63%
A- = 92–90%	B- = 82–80%	C- = 72–70%	E = 62–0%
B+ = 89–87%	C+ = 79–77%	D+ = 69–67%	

COURSE EXPECTATIONS & GUIDELINES

Faculty Feedback and Response

The instructor and/or TA will respond to all emails and the Course Q&A discussion board within 24 hours on weekdays. Assignments are generally graded and returned within 7-10 days of submission. It may take a bit longer to grade papers.

Policy for Late Assignments & Exams

No late or make-up exams. If you fail to take the exam on the scheduled day, you will NOT be given an opportunity to take the exam on a later date. Therefore, be aware of the exam dates.

No late papers will be accepted. Weekly discussion assignments are expected to be submitted every Friday by the end of the day. Under rare occasions when an assignment is accepted late there is a penalty. Late submissions for assignments will incur a 20% penalty each day the submission is late. You must have a medical excuse with a note from a doctor documenting an actual problem that impacted your ability to submit your assignment. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can **upload it for the plagiarism and AI check.** It will not be counted as submitted until you have submitted it to Carmen.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>.

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should rewrite your work. Do NOT use AI/ChatGPT for written assignments. This is considered a form of plagiarism and academic misconduct.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you have explored in previous courses, please discuss the situation with the instructor or TA.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

TECHNOLOGY GUIDELINES

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Carmen

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - [Carmen accessibility](#)

Secured Media Library

- Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
- To obtain additional help for use of the Secured Media Library, please email emedialib@osu.edu
- Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>

Honorlock

"Honorlock", is an online proctoring solution that is fully integrated into CarmenCanvas. Like other automated remote proctoring tools, it works by recording a student's screen, webcam and audio marking indicators to flag possible breaches of exam integrity. This system will be used for the midterm and final exams. Please use a laptop or desktop to complete your midterm and final exam on Proctorio.

Zoom

- Office hours will be held through Ohio State's conferencing platform, Zoom. A separate guide to accessing Zoom and our office hours is posted on the course Carmen page under the Student Resources Module.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- Help guides on the use of Zoom can be found at ([To be added when available through ODEE](#))
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

STUDENT PARTICIPATION REQUIREMENTS

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures:**
Recorded lectures and supplemental lecture materials will be generally posted 2-3 weeks at a

time. The complete listing for the week will be found in the weekly overview. More than one lecture may appear in the upload. The lecture videos attempt to provide the most optimal viewing experience and to increase attention and engagement.

- **Office hours:**

You can attend office hours in person (3050 Derby Hall) or on Zoom.

- **Dr. Appiah's office hours** via Zoom can be found at the following link:
<https://osu.zoom.us/j/91969383473?pwd=wMN5HGM77Nt0FuZCbBngE1IQg8SnGX.1>
- Meeting ID: 919 6938 3473
- Password: 700520
- **Chelsey's office hours** can be found at the following link:
<https://osu.zoom.us/j/8334471633?pwd=dEZPN2VQNIZrUEJ6ZytsWDNsNEdpdz09&omn=98212564896>
- Password for Chelsey's office hours Zoom link is 263182

Discussion and communication guidelines

The following are the course expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Discussion Guidelines:** A document outlining guidelines for successful participation in blog posts can be found in the Welcome Module for this course.

Disclaimer: The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen Announcements if and when any changes occur.

Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination — Nelson Mandela

<p>Week 1 January 6</p>	<p style="text-align: center;">I. Introduction, Overview of Course and Syllabus</p> <p style="text-align: center;">II. The Role of Communication and the Media</p> <p><i>Understanding social scientific communication theories and how to apply them to predict and explain sports media reporting, message content and their impact on audiences.</i></p> <p>Scheufele, D. A. & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of Communication</i>, 57(1), 9-20.</p> <p>Tankard, J. (2001). The empirical approach to the study of media framing. In S. Reese, O. Gandy, & A. Grant (Eds.), <i>Framing public life</i> (pp. 95–106). Mahwah, NJ: Erlbaum.</p> <p>Rowe, D. (2004). Understanding sport and media: A Socio-historical Approach, pp. 11 – 35 (Rowe). In D. Rowe’s <i>Sport, Culture, & Media: The Unruly Trinity</i>. Berkshire, England: McGraw-Hill</p> <p>Stead, D. (2010). Sport and the media. In B. Houlihan (Ed.), <i>Sport and society: A student introduction</i> (pp. 328-347). London: SAGE Publications Ltd.</p> <p>Fridkin, K., Wintersieck, A., Courey, J., & Thompson, J. (2017). Race and police brutality: The importance of media framing. <i>International Journal of Communication</i>, 11, 3394-3414.</p>
<p>Week 2 January 13</p>	<p style="text-align: center;">III. Mediated Interracial Interaction and Sports Media</p> <p><i>How does interracial interaction through sports media impact our understanding of race and racial groups?</i></p> <p>Appiah, O. (2018). Cultural Voyeurism: A New Framework for Understanding Race, Ethnicity, and Mediated Intergroup Interaction. <i>Journal of Communication</i>, 68, 233-242.</p> <p>Park, S. (2012). Mediated intergroup contact: Concept, explication, synthesis, and application. <i>Mass Communication and Society</i> 15: 136-59.</p> <p>Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta analytic tests of three mediators. <i>European Journal of Social Psychology</i> 38: 922-34.</p> <p>Van Sterkenburg, J., Knoppers, A., & De Leeuw, S. (2010). Race, ethnicity, and content analysis of the sports media: A critical reflection. <i>Media, Culture & Society</i>, 32(5), 819-839.</p> <p>Oates, T. P. (2016). Race, economics, and the shifting politics of sport media. <i>Radical History Review</i>, (125), 159-167.</p> <p>Breaking Sports. (2016, Oct 11). A Conversation with the president: Sports, race & achievement. <i>Breaking Sports</i> Retrieved November 07, 2017, from https://www.youtube.com/watch?v=tqldHEYn1H4</p>

<p>Week 3 January 20</p>	<p style="text-align: center;">IV. How the Media Contextualize Race and Social Justice Issues in Sports</p> <p><i>Sports media is becoming an increasingly important source of information about race and social justice issues. What is the significance of context, and what are the potential implications/consequences of failing to contextualize social issues when reporting on them?</i></p> <p>Evans, A. B., Agergaard, S., Campbell, P. I., Hylton, K., & Lenneis, V. (2021). Sport, race, and ethnicity in the wake of black lives matter: Introduction to the special issue. <i>European Journal for Sport and Society</i>, 18(3), 187-191.</p> <p>Thomas, M., B., & Wright, J. E. (2022). We can't just shut up and play: How the NBA and WNBA are helping dismantle systematic racism. <i>Administrative Theory & Praxis</i>, 44(2), 143-157.</p> <p>Harper, S. (2022). <i>Advancing and sustaining racial justice in pro sports</i>. Los Angeles: University of Southern California, USC Race and Equity Center.</p> <p>Boykoff, J., & Carrington (2020). Sporting dissent: Colin Kaepernick, NFL activism, and media framing contests. <i>International Review for the Sociology of Sport</i>, 55(7), 829-849.</p> <p>Carvalho, J. (2014, October 03). Sports media is still racist against black athletes. <i>Vice Sports</i>. Retrieved November 07, 2017, from https://sports.vice.com/en_us/article/4x987d/sports-media-is-still-racist-against-black-athletes</p> <p>Eastman, T. S., Billings, C. A. (2001). Biased voices of sports: Racial and gender stereotyping in college basketball announcing. <i>The Howard Journal of Communications</i>, 12. 183-201.</p> <p>Rada, J. A., & Wulfemeyer, K. T. (2005). Color coded: Racial descriptors in television coverage of intercollegiate sport. <i>Journal of Broadcasting & Electronic Media</i> 49(1), 65-85.</p>
<p>Week 4 January 27</p>	<p style="text-align: center;">V. Gender Inequity and Media Coverage of Women in Sports</p> <p><i>Gender inequality and inequities persists in sports. How does media coverage of women in sports contribute to or detract from the problem?</i></p> <p>Scott, D. (2024, July 20). Phoenix Mercury legend Cheryl Miller on WNBA's new \$2.2B media deal: 'Lowball'. <i>AZ Central</i>. Retrieved: https://www.azcentral.com/story/sports/wnba/2024/07/20/mercury-legend-cheryl-miller-speaks-wnba-media-deal/74482672007/</p> <p>Anderson, P. (2021, May 6). Cutting Sports in the context of Title IX, Covid-19. <i>Athletic Business</i>. Retrieved: https://www.athleticbusiness.com/operations/legal/article/15161296/cutting-sports-in-the-context-of-title-ix-covid-19</p> <p>Edbrooke, S. (2021). Surge of Title IX cases in college athletics and how Covid-19 is not a defense. <i>American University Business Law Review</i>. https://aublr.org/2021/02/surge-of-title-ix-cases-in-college-athletics-and-how-covid-19-is-not-a-defense/</p>

<p>Week 5 February 3</p>	<p>Mastro, D., Seate, A. A., Blecha, E., & Gallegos, M. (2012). The Wide World of Sports reporting: The influence of gender and race-based expectations on evaluations of sports reporters. <i>Journalism & Mass Communication Quarterly</i>, 89 (3), 458-474.</p> <p>Trolan, E. J. (2013). The Impact of the media on gender inequality within sport. <i>Procedia - Social and Behavioral Sciences</i>, 91, 215-227.</p> <p>Kroh, K. (2015, June 12). Sports Center’s shameful coverage of women’s sports, <i>ThinkProgress</i>, Jun 12, 2015. https://thinkprogress.org/sportscenters-shameful-coverage-of-women-s-sports-44f532355497/</p> <p>Walters, J. (2016, April 1). Taking a closer look at the gender pay gap in sports. <i>Newsweek</i>, April 1, 2016. Retrieved November 15, 2017 from http://www.newsweek.com/womens-soccer-suit-underscores-sports-gender-pay-gap-443137</p> <p>Davids, N. (2017, November 2). How Nike’s hijab sports gear is taking on Islamophobia and patriarchy. <i>The Conversation</i> https://theconversation.com/how-nikes-hijab-sports-gear-is-taking-on-islamophobia-and-patriarchy-86700</p> <p>ESPN Nine for IX: “Venus Vs.” “Venus VS.” is a documentary examining the ground-breaking actions of Venus Williams and the fair pay struggle in the game of women's tennis. https://www.indiewire.com/criticism/shows/espn-doc-venus-vs-shows-how-venus-williams-rise-to-tennis-stardom-led-her-to-fight-against-wimbledons-pay-disparity-37153/</p>
<p>Week 6 February 10</p>	<p style="text-align: center;">VI. Sports Media Exposure and the Effects on Body Image</p> <p>How might athletes’ body image be affected by exposure to sports media in general, and by body types like the “athletic ideal” or the “thin ideal” in particular?</p> <p>Varnes, J. R., Stellefson, M. L., Janelle, C. M., Dorman, S. M., Dodd, V., & Miller, M. D. (2013). A systematic review of studies comparing body image concerns among female college athletes and non-athletes, 1997-2012. <i>Body Image</i> 10, 421-432.</p> <p>Klier, K., Rommerskirchen, T. & Brixius, K. (2022). #fitspiration: a comparison of the sport-related social media usage and its impact on body image in young adults. <i>BMC Psychology</i>, 10(1), 320 – 322.</p> <p>Bissell, K. L. & Zhou, P. (2004). Must-see TV or ESPN: Entertainment and sports media exposure and body-image distortion in college women. <i>Journal of Communication</i>, 54(1), 5-21.</p> <p>Harrison, K. & Fredrickson, B. L. (2003). Women’s sports media, self-objectification and mental health in Black and White adolescent females. <i>Journal of Communication</i>, 53(2), 216-232.</p>

<p>Week 7 February 17</p> <p>February 18</p>	<p>Introduce Assignment #1: Class Paper or Video Project</p> <p>Midterm Review</p> <p style="text-align: center;">MIDTERM EXAM (Monday, February 17th)</p> <p style="text-align: center;">VII. A Day in the Life of an Athlete: The Role of Perspective-Taking</p> <p>Understand the life of a [high school, college, professional, amateur, special Olympics] athlete using perspective taking techniques. In the course you can conduct a multi-media video project that chronicles a day in the life of that athlete.</p> <p>Howard, J. (2015). The life of a student athlete. Huffington Post. Retrieved December 9, 2018, from https://www.huffingtonpost.com/uloop/the-life-of-a-student-ath_b_2963409.html</p> <p>Muntone, S. (2017, June 4). A day in the life of a D1 athlete. Medium Corporation. Retrieved, December 9, 2018, from: https://medium.com/@smm568/a-day-in-the-life-of-a-d1-athlete-def1918db19a</p> <p>Dovidio, J. F., ten Vergert, M., Stewart, T. L., Gaertner, S. L., Johnson, J. D., Esses, V. M., Riek, B. M., Pearson, A. R. (2004). Perspective and prejudice: Antecedents and mediating mechanisms. <i>Personality and Social Psychology Bulletin</i>, 30(12), 1537-1549.</p> <p>Shih, M., Wang, E., Bucher, A. T., & Stotzer, R. (2009). Perspective taking: Reducing prejudice towards general outgroups and specific individuals. <i>Group Processes & Intergroup Relations</i>, 12(5), 565-577.</p>
<p>Week 8 February 24</p>	<p style="text-align: center;">VIII. The Impact of NIL and the NCAA Portal on Athletes and Sport</p> <p>Madden, E., & O’Hallarn, B. (2024). The game was ruined for me there.” Examining the mental health byproducts of the transfer portal and NIL on student-athletes. <i>Journal of Athlete Development and Experience</i>, 6(2), 64-77.</p> <p>Owen, J., & Rychlak, R. J. (2023). Unanticipated problems with the transfer portal. <i>University of Memphis Law Review</i>, 53(4), 929-962.</p> <p>Reese, R. (2023). The unintended consequences of the NCAA college athletics transfer portal. <i>Journal of Higher Education Athletics & Innovation</i>, 2(1), 97-111.</p> <p>Video: Name, Image, Likeness (NIL)—The Revolution in US College Sports https://www.youtube.com/watch?v=7uve_G3fag0</p> <p>Extra Credit: Write a 2-page double-spaced essay on “The Money Game” series. https://deadline.com/2024/01/prime-video-lsu-docuseries-the-money-game-nil-college-sports-shaquille-oneal-1235804111/</p>
<p>Week 9 March 3</p>	<p style="text-align: center;">IX. Media Coverage of Domestic Abuse in Sports</p> <p>Media reporting may be helpful in magnifying and bringing attention to the problem of domestic violence in America. How might media reporting on this topic impact, and be impacted by, perceptions of gender, race, and class?</p>

	<p>Chesney-Lind, M. & Chagnon, N. (2017). Media representations of domestic violence. <i>Oxford Research Encyclopedia of Criminology and Criminal Justice</i>.</p> <p>Hairopoulos, K. (2017, August 18). Putting all the pieces of the Ezekiel Elliot domestic violence investigation together. <i>Sports Day</i>. Retrieved November 17, 2017 from https://sportsday.dallasnews.com/dallas-cowboys/cowboys/2017/08/18/putting-pieces-together-ezekiel-elliott-domestic-violence-investigation</p> <p>Fainaru-Wada, M. (2015, October 2). Documents reveal new details about Hope Solo's actions last June. ESPN. Retrieved November 1 2017 from http://www.espn.com/espn/otl/story/_/id/12976615/detailed-look-hope-solo-domestic-violence-case-includes-reports-being-belligerent-jail</p> <p>Phillips, C. J. (2017, June) Ray Rice is still the face of domestic violence for the NFL. <i>New York Daily News</i>, Retrieved September 9, 2017 from http://www.nydailynews.com/sports/football/ray-rice-face-domestic-violence-nfl-article-1.3223637</p>
<p>Week 10</p>	<p style="text-align: center;">SPRING BREAK MARCH 10 – 14</p>
<p>Week 11 March 17</p>	<p style="text-align: center;">X. Media Reporting of Physical and Mental Health in Sports</p> <p>Historically, physical and mental health in sports have been mis-reported and underreported by media. How have media evolved in coverage of health issues in sports and their effects on athletes and society at large?</p> <p>Cassilo, D., & Kluch, Y. (2023). Mental Health, College Athletics, and the Media Framing of D. J. Carton’s Announcement to Step Away From his Team. <i>Communication & Sport</i>, 11(3), 462-488.</p> <p>Thompson, G. K., Carter, G., Lee, E. S., Alshamrani, T., & Billings, A. C. (2022). “We’re human too”: Media coverage of Simone Bile’s mental health disclosure during the 2020 Tokyo Olympics. <i>Electronic News</i>, 16(3), 187-201.</p> <p>Chabot, H. (2023, April 11). How social media responds when Black female athletes prioritize mental health. Babson Thought & Action. Retrieved: https://entrepreneurship.babson.edu/athletes-mental-health/</p> <p>Cusimano, D. M., Sharma, B., Lawrence, W. D., Illie, G., Silverberg, S. & Jones, R. (2013). Trends in North American Newspaper Reporting of Brain Injury in Ice Hockey. <i>PLoS ONE</i>, 8 (4). 1-6.</p> <p>Guay, L. J., Lebretoire, M. B., Main, M. J. (2016). The era of sport concussion: Evolution of knowledge, practice, and the role of psychology. <i>American Psychologist</i>, 71 (9). 875-887.</p> <p>Associated Press. (2017, July 25). Study: CTE affects football players at all levels. Retrieved November 07, 2017, from</p>

<p>Week 12 March 24</p>	<p>https://www.youtube.com/watch?v=ovzQKnLXH6A</p> <p>Video: Concussion</p> <p style="text-align: center;">XI. Media Reporting of Physical and Mental Health in Sports (Cont)</p> <p>Cottler, L. B., Abdallah, A. B., Cummings, S. M., Barr, J., Banks, R., & Forchheimer, R. (2011). Injury, pain, and prescription opioid use among former National Football League (NFL) players. <i>Drug and Alcohol Dependence, 116</i>(1-3), 188-194.</p> <p>Egbert, N., Miraldi, L. B., & Murniadi, K. (2014). Friends don't let friends suffer from depression: How threat, efficacy, knowledge, and empathy, relate to college students' intentions to intervene on behalf of a depressed friend. <i>Journal of Health Communication, 19</i>, 460-477.</p> <p>Gleeson, S., & Brady, E. (2017, August 30). When athletes share their battles with mental illness. <i>USA Today</i>. Retrieved November 07, 2017, from https://www.usatoday.com/story/sports/2017/08/30/michael-phelps-brandon-marshall-mental-health-battles-royce-white-jerry-west/596857001/</p> <p>Fagan, K. (2017, October 3). When the game is over. Chamique Holdsclaw talks about depression and mental illness. Sports Illustrated. Retrieved October 25, 2017, from http://www.espn.com/espnw/feature/20826369/espnw-former-wnba-great-chamique-holdsclaw-shattered-facades-reclaimed-purpose?addata=espn:frontpage</p> <p>Video: Gordon, J. (2017, October 10). <i>J.G.</i> The 26-year-old receiver details his struggles with drug abuse. <i>ESPN The Magazine</i>. Retrieved November 07, 2017, from https://www.uninterrupted.com/watch/3VceYXfl/jg-josh-gordon</p>
<p>Week 13 March 31</p>	<p style="text-align: center;">XII. Sports Communication, Marketing and Branding</p> <p>The media have played an enormous role in the marketing, promotions, and branding of sports and athletes, as evidenced by endorsement deals, sports broadcasting TV rights, and billion-dollar licensing rights with sports organizations. How has the commercialism of teams, organizations, and athletes impacted sports and its fans?</p> <p>Livaudais, S. (2023, December 8). Coco Gauf is officially the world's highest-paid female athlete after earning \$23 million in 2023. Tennis. Retrieved at https://www.tennis.com/baseline/articles/coco-gauff-officially-worlds-highest-paid-female-athlete-2023-sponsors-endorsements-23-million</p> <p>McAllister, M. P. (2010). Hypercommercialism, televisuality, and the changing nature of college sports sponsorship. <i>American Behavioral Scientist, 53</i>(10), 1476-1491.</p> <p>Buist, E., A. & Mason, D. S. (2010). Newspaper framing and stadium subsidization. <i>American Behavioral Scientist, 53</i>(10), 1492-1510.</p> <p>Pegoraro, A. L., Ayer, S. M., & O'Reilly, N. J. (2010). Consumer consumption and advertising through sport. <i>American Behavioral Scientist, 53</i>(10), 1454-1475.</p>

<p>Week 14 April 7</p>	<p style="text-align: center;">XIII. Sports Communication, Marketing and Branding (Cont.)</p> <p>Total Sportek. (2017, January 19). Biggest TV rights deals in sports history. <i>Total Sportek</i>. Retrieved November 07, 2017, from http://www.totalsportek.com/money/biggest-tv-deals-sports/</p> <p>SI Wire. (2016, May 17). LeBron, Nike deal may surpass \$1 billion. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/nba/2016/05/17/lebron-james-nike-deal-contract-one-billion</p> <p>Kane, Evander. (2010 Oct 28). Racism in NHL?: Atlanta Thrashers Accused of Marketing Solely on Basis of Race. <i>Bleacher Report</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/504617-racism-in-nhl-atlanta-thrashers-accused-of-marketing-solely-on-basis-of-race</p> <p>Kilgore, Adam. (2017, August 23). Racial conflict sells matches. Floyd Mayweather and Conor McGregor are its latest pitchmen. <i>Chicago Tribune</i>. Retrieved November 07, 2017, from http://www.chicagotribune.com/sports/breaking/ct-racial-conflict-sells-boxing-matches-20170823-story.html</p> <p>Fidelman, M. (2014, July 31). 8 lessons from sports marketing experts for brands and athletes resisting move to digital. <i>Forbes</i>. Retrieved November 07, 2017, from https://www.forbes.com/sites/markfidelman/2014/07/28/8-lessons-from-sports-marketing-experts-for-brands-and-athletes-resisting-move-to-digital/#788342c81d57</p> <p>Gaines, C., & Yukari, C. G. (2017, March 17). The NCAA Tournament is an enormous cash cow as revenue keeps skyrocketing. <i>Business Insider</i>. Retrieved November 07, 2017, from http://www.businessinsider.com/ncaa-tournament-makes-a-lot-of-money-2017-3</p> <p style="text-align: center;">DUE: VIDEO PROJECT & FINAL PAPER (Thursday, April 10TH)</p>
<p>Week 15 April 14</p>	<p style="text-align: center;">XIV. Social Media and Sports</p> <p>The growth and evolution of social media has had a significant impact on athletes, sports teams, and fans.</p> <p>Ruser, J. (2023, March 28). Social media matters: Navigating the ups and downs of online presence. <i>Association for Applied Sports Psychology</i>. https://appliedsportpsych.org/blog/2023/03/social-media-matters-navigating-the-ups-and-downs-of-online-presence/</p> <p>Davis, J. (2022, March 8). The dangers of social media for athletes https://medium.com/@josephsdavis6/social-media-and-its-negative-affect-on-athletes-ebfe2db69229</p> <p>Benavides-Espinoza, C., & Wheeler Gryffin, A. (2022). Social Media in Sport: Theory and Practice. <i>Journal of Sport Management</i>, 36(5), 515–517.</p> <p>DiMoro, A. (2015). The growing impact of social media on today’s sports culture. <i>Forbes</i>.</p> <p>Hutchins, B. (2011). The acceleration of media sport culture: Twitter, telepresence and</p>

